

History skills and progression coverage map 2025/2026

*This History skills and progression document is a working document based on overarching Cornerstones themes – the objectives catalogued for each year group are **non-negotiable** as they describe a sequential progression carefully designed to build substantive and disciplinary concepts. The lesson ideas listed however are **suggested**. Individual teaching teams may find alternative resources that teach the same objectives appropriately. Where year groups are taught in mixed age, we operate a Year A/B model for substantive learning. Within disciplinary learning, some aspects are taught with an ‘introduce and embed’ model, and some have discrete learning which is bespoke to that theme. Within the two main history themes for each year, there will be a **main theme**, where the skills of a historian will be explored as well as learning about that aspect of history, and a **content only theme**, where the children will learn about that aspect of history only with less focus on the historian skills.*

	National Curriculum	<p>Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources. In planning to ensure the progression described above through teaching the British, local and world history outlined below, teachers should combine overview and depth studies to help pupils understand both the long arc of development and the complexity of specific aspects of the content.</p> <p>Pupils should be taught about:</p> <ul style="list-style-type: none"> ● changes in Britain from the Stone Age to the Iron Age ● the Roman Empire and its impact on Britain ● Britain’s settlement by Anglo-Saxons and Scots ● the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor ● a local history study ● a study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066 ● the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China ● Ancient Greece – a study of Greek life and achievements and their influence on the western world ● a non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300. 			
	Skill	YEAR 3/4 (A)	YEAR 3/4 (B)	YEAR 5/6 (B)	YEAR 5/6 (A)
Substantive	Historical Understanding (Local and British History) (Main theme) (Content only theme)	<ul style="list-style-type: none"> ● To describe the Roman Empire and its impact on Britain. ● To study a local Roman settlement e.g. Cawthorne camp, Malton Museum, York, trip to Murton Park 	<ul style="list-style-type: none"> ● To describe the changes in Britain from the Stone Age to the Iron Age. ● To study a local site from this time period e.g. Mesolithic (Middle Stone Age) site near Scarborough Star Carr 	<ul style="list-style-type: none"> ● To describe Britain’s settlement by Anglo-Saxons and Scots ● To describe the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor 	<ul style="list-style-type: none"> ● To make a study of an aspect or theme in British history (Crime and Punishment) that extends pupils’ chronological knowledge beyond 1066.

				<ul style="list-style-type: none"> To study a local Viking settlement – links to York and the importance of Jorvik 	<ul style="list-style-type: none"> To study the <u>impact</u> of a local character from history – e.g. Guy Fawkes and the Gunpowder plot
Possible lessons and resources	<p>Cornerstones: Emperors and Empires (Roman invasion of Britain): Engage: Lesson 1 – Everyday life in ancient Rome Lesson 3 – Ruling Rome Lesson 4 – Growth and expansion of the Roman Empire Lesson 5 – Emperors of the Empire Lesson 6 – Hierarchy in ancient Rome Lesson 7 – The Roman Army Develop 1: Lesson 5 – Hadrian’s wall Develop 2: Lesson 1 - Britannia Lesson 2 – Roman invention and ingenuity Lesson 3 – Roman roads Lesson 4 – Roman towns in Britain</p>	<p>Cornerstones: Through the Ages, Engage (Stone Age): Lesson 2 – Everyday life Lesson 3 – Stone Age tools Lesson 4 – Stone Age settlements Lesson 7 – End of the Stone Age Through the Ages, Develop 1 (Bronze Age): Lesson 2 – Beaker folk art link Lesson 3 – Everyday life in the Bronze Age (draw links with Stone Age everyday life lesson) Lesson 4 – Metalworking (compare to Stone Age tools lesson) Lesson 7 – End of the Bronze Age Through the Ages, Develop 2 (Iron Age): Lesson 2 – Cause and effect Lesson 4 – Invention and ingenuity Lesson 6 – Hillforts and homes (Make links with Stone Age and Iron Age settlements) Lesson 9 – End of the Iron Age Other: http://www.starcarr.com/</p>	<p>Cornerstones: Invasion (Anglo-Saxons, Scots and Viking invasions of Britain) Memorable experience lesson and Introductory information lesson (2 hours) Develop 1: Lesson 1 – Anglo-Saxon invasion Lesson 2 – Anglo-Saxon kingdoms Lesson 4 - Anglo-Saxon monasteries Lesson 5 – Everyday life in Anglo-Saxon Britain Lesson 6 - Anglo-Saxon legacy Express Task 1 Other: https://www.jorvikvikingcentre.co.uk/</p>	<p>Other: Crime and Punishment: PCJS customised theme based on History Association unit Enquiry questions: 1 – What do we mean by crime and punishment and what have been some of its main features over time? 2 – Over time, what have been some of the main changes to the types of crime committed? 3 – How and why have punishments changed over time? 4 – How have crimes been investigated over time? 5 – How have or views about crime changed over time? 6 – How realistic are stories about crime and punishment in the past?</p>	
<p>Historical Understanding World History (Main theme) (Content only theme)</p>	<ul style="list-style-type: none"> To describe the achievements of Ancient Egypt – a depth study 	<ul style="list-style-type: none"> To describe the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China 	<ul style="list-style-type: none"> To describe the impact of Ancient Greece – a study of Greek life and achievements and their influence on the western world 	<ul style="list-style-type: none"> To describe a non-European society that provides contrasts with British history – Benin (West Africa) c. AD 900-1300 and the impact and repercussions of the Maafa on the world. 	
Possible lessons	<p>Cornerstones: Ancient Civilisations, Develop Lesson 1 - Ancient Egypt Lesson 2 - City life in ancient Egypt Lesson 3 - Hierarchy of ancient Egypt</p>	<p>Cornerstones: Ancient Civilisations, Introductory knowledge lesson and Memorable experience, Archaeological finds Ancient Civilisations, Engage:</p>	<p>Cornerstones: Ground-breaking Greeks, Introductory knowledge lesson Engage Lesson 2 - Sources of evidence</p>	<p>Cornerstones: Maafa, Engage: Lesson 2 – Kingdom of Benin AD 900 - 1897 Lesson 4 - Gold, God and Glory</p>	

		<p>Lesson 4 - Role of a pharaoh Lesson 5 - Tales from the tomb</p> <p>Pharaohs Engage: Lesson 1 - Tutankhamun's tomb Lesson 4 - Tomb artefacts Develop 1 Lesson 1 - Famous Pharaohs Lesson 2 – Job descriptions Lesson 5 – Ancient artefacts Develop 3 Lesson 1/ 2 – Embalmers/ life after death</p>	<p>Lesson 1 - Development of ancient Sumer Lesson 2 – Food and farming Lesson 3 – Necessity as the mother of invention Lesson 4 – Sumerian City states Lesson 5 – Hierarchy of ancient Sumer Lesson 6 – The World's First Emperor Innovate Task</p>	<p>Lesson 3 - Minoan civilization Lesson 5 – discovering the dark age and archaic period Develop 1: Lesson 2 – Democracy in Athens Lesson 3 – roles of men and women Lesson 5 – Significant Athenians Lesson 6 - the Acropolis Develop 2: Lesson 3 – masters of mathematics Lesson 4 – Ancient and modern Olympic Games Lesson 5 – Greek Arts and culture Lesson 6 – Alexander the Great Innovate Express – the Greco-Roman world</p>	<p>Lesson 5 - Britain and the Maafa Lesson 6 – Triangular Slave Trade Maafa, Develop 1: Lesson 4 – Colonisation of Africa Maafa, Develop 2: Lesson 1 – Black people in Britain in the 20th century Lesson 2 – Race Relation Act Innovate Task</p>
Disciplinary Knowledge	Chronological Understanding	<p>Introduce and embed:</p> <ul style="list-style-type: none"> To use common words and phrases relating to the passing of time, including BCE/AD. To use terms related to the period studied and date events accurately. To sequence events studied on a timeline. <p>Discrete learning:</p> <ul style="list-style-type: none"> To sequence historical artefacts using historical knowledge. 	<p>Introduce and embed:</p> <ul style="list-style-type: none"> To use common words and phrases relating to the passing of time, including BCE/AD. To use terms related to the period studied and date events accurately. To sequence events studied on a timeline. <p>Discrete learning:</p> <ul style="list-style-type: none"> To begin to make links between different societies studied throughout history. 	<p>Introduce and embed:</p> <ul style="list-style-type: none"> To know and discuss key events of time period studied. To use dates to order and place events on a timeline. To note connections, contrasts and trends over time. <p>Discrete learning:</p> <ul style="list-style-type: none"> To relate current studies to previous studies of history. 	<p>Introduce and embed:</p> <ul style="list-style-type: none"> To know and discuss key events of time period studied. To use dates to order and place events on a timeline. To note connections, contrasts and trends over time. <p>Discrete learning:</p> <ul style="list-style-type: none"> To Link the time period being studied with other things that are happening in the world at the same time.
	Possible lessons	<p>Cornerstones: Emperors and Empires, Introductory knowledge lesson Emperors and Empires, Develop 1: Romans in Britain Lesson 1 - First invasions of Britain Lesson 2 – Roman Conquest Lesson 3 – Boudicca's rebellion Lesson 5 – Hadrian's Wall</p>	<p>Cornerstones: Through the Ages, Introductory information lesson and memorable experience lesson Through the Ages, Engage: Lesson 1 - Stone Age chronology Through the Ages, Develop 1: Lesson 1 – Bronze Age chronology Through the Ages, Develop 2: Lesson 1 – Iron Age chronology</p>	<p>Cornerstones: Invasion, Introductory information lesson and Memorable experience lesson Engage Lesson 1 – Invasion timeline Lesson 2 – Significant events of the early Middle Ages Lesson 3 – Geography of Invasion Develop 2 Lesson 6 - After Athelstan</p>	<p>Cornerstones: Maafa, Introductory information Engage Lesson 1 – Ancient African Kingdoms Discuss what else was happening in the world at this time. Develop 1 Lesson 2 – Abolition of slavery Other: Use of timeline in the front of the book throughout</p>

<p>Using Historical Enquiry, interpreting historical events and understanding sources of evidence</p>	<p>Introduce and embed:</p> <ul style="list-style-type: none"> ● To understand that our historical knowledge comes from things people have left behind. ● To understand that some evidence comes from the time period studied, and other sources of evidence are from a later time. ● To use the terms primary and secondary sources and begin to evaluate their usefulness. <p>Discrete learning:</p> <ul style="list-style-type: none"> ● To give some reasons for some important historical events and link historical events with possible causes. 	<p>Introduce and embed:</p> <ul style="list-style-type: none"> ● To understand that our historical knowledge comes from things people have left behind. ● To understand that some evidence comes from the time period studied, and other sources of evidence are from a later time. ● To use the terms primary and secondary sources and begin to evaluate their usefulness. <p>Discrete learning:</p> <ul style="list-style-type: none"> ● To understand that sources can contradict each other. 	<p>Introduce and embed:</p> <ul style="list-style-type: none"> ● To understand how thorough knowledge of the past is constructed from a <i>range</i> of sources. ● To be aware that different sources will lead to different interpretations of the past and why. <p>Discrete learning:</p> <ul style="list-style-type: none"> ● To understand why different time periods have differing amounts of sources available. 	<p>Introduce and embed:</p> <ul style="list-style-type: none"> ● To understand how thorough knowledge of the past is constructed from a <i>range</i> of sources. ● To be aware that different sources will lead to different interpretations of the past and why. <p>Discrete learning:</p> <ul style="list-style-type: none"> ● To understand that sources of information available for study of the past will contain a bias.
<p>Possible lessons</p>	<p>Cornerstones:</p> <p>Emperors and Empires: Memorable experience, Living museum, or Alternative start</p> <p>Engage: Lesson 2 – Founding of ancient Rome</p> <p>Develop: Lesson 6 – Life in a Roman fort</p> <p>Develop 2: Lesson 5 – Romano-British culture</p> <p>Lesson 7 – Ivory bangle lady</p> <p>Innovate Task</p>	<p>Cornerstones:</p> <p>Through the Ages, Engage (Stone Age): Lesson 6 - Cheddar Man</p> <p>Through the Ages, Develop 1 (Iron Age): Lesson 6 – Amesbury Archer. (Make links with Cheddar Man)</p> <p>Through the Ages, Develop 2 (Iron Age): Lesson 5 – Iron Age hoards (Make links with Cheddar Man and Amesbury Archer)</p>	<p>Cornerstones:</p> <p>Develop 1 Lesson 3 – Sutton Hoo</p> <p>Develop 2 Lesson 1 – The first Viking landing Lesson 2 – Lindisfarne raids Lesson 4 – Comparing everyday life of Anglo-Saxons and Vikings Lesson 5 – King Athelstan</p> <p>Innovate task – the Coppergate hoard</p>	<p>Cornerstones:</p> <p>Maafa, Engage: Lesson 3 – Benin Bronzes – breadth and depth Lesson 7 – Human impact of the triangular slave trade Lesson 9 – Evidence of life on the plantations Lesson 10 – Resistance, Revolt, Refusal</p> <p>Develop 1: Lesson 1 - Benefits of enslavement for Britain</p>
<p>Things to add to the growing timeline as the theme progresses:</p>	<p>Emperors and Empires:</p> <ul style="list-style-type: none"> ● First and second invasion of Britain ● Boudica’s rebellion ● Hadrian’s wall is built ● Londonium becomes the capital if Roman Britain ● Christianity becomes legal in the Roman Empire <p>Roman army leaves Britain</p>	<p>Through the Ages</p> <ul style="list-style-type: none"> ● Settlements: Stone Age/ Bronze Age/ Iron Age <p>Ancient Civilisations: Comparison of similarities and differences between the four ancient civilisations</p>	<p>Ground-breaking Greeks:</p> <ul style="list-style-type: none"> ● Minoan civilisation ● Mycenaean civilisation ● Archaic Period ● First Olympic games ● Introduction of democracy ● Alexander the Great ● Greece conquered by the Romans <p>Invasion</p> <ul style="list-style-type: none"> ● Scots invasion in Britain 	<p>Maafa:</p> <ul style="list-style-type: none"> ● Kingdom of Benin ● Kingdom of Aksum ● Mali Empire ● Beginnings of the slave trade ● Britain’s involvement in the slave trade ● Abolishment of slavery in various countries <p>Crime and Punishment:</p>

				<ul style="list-style-type: none"> • Saxon settlement of Britain • Viking invasion of Britain • Lindisfarne raids Norman Invasion of Britain	<ul style="list-style-type: none"> • Romans in Britain • Anglo-Saxons Laws and Justice • Tudors • Victorians
Key Vocabulary – to be displayed, used and understood throughout the theme by all children	<p>Emperors and Empires: Aqueduct, hierarchy, Boudicca, Hadrian's Wall, Britannia, Londinium, amphitheatre, empire, Emperor, invasion</p> <p>Ancient Egyptian Civilisation: Pharaoh, tomb, pyramid, hieroglyphs, scribe, sarcophagus, mummification, canopic jars, papyrus, scarab</p> <p>General History terms: Primary source, secondary source, bias, reliability, decade, ancient, artefact</p>	<p>Through the Ages: Stone Age, Bronze Age, Iron Age, Beaker folk, Celts, hillfort, stone circle, sacrifice, torc, votive offering</p> <p>Ancient Civilisations: shaduf, ziggurat, lugal, cuneiform, canal, floodplain, lapis lazuli, necropolis,, granary, noble, shaduf, temple, wheeled chariot, sewerage system</p> <p>General History terms: Prehistory, artefact, archaeologist, century, era, bias, reliability, historical argument, version</p>	<p>Ground-breaking Greeks: Athenian, classical period, city state, democracy, hierarchy, temple, Minion, Mycenaean, archaic, Dark Ages, Hippocrates</p> <p>Invasion (Anglo-Saxons Vikings and Scots settlement in Britain): Anglo-Saxon, Britannia, Jute, Middle Ages, Viking, Picts, Scots, Danegeld, Domesday book, heptarchy, Jorvik, longships, Anglo-Saxon chronicle, Linisfarne, Norman</p> <p>General History terms: Comparison, hypothesis, propaganda, bias, contemporary</p>	<p>Crime and Punishment: justice, prison, legal, illegal, law, court, jury, rehabilitation, community service, disease</p> <p>Maafa: abolitionist, chattel slavery, chattel, colonisation, emancipation, enslavement, indigenous, maafa, plantation, trading forts, West Indies, Windrush generation, rebellion, resistance, discrimination, abolish, slavery, diaspora, auctions, dehumanise, enslaver, shackles, triangular slave trade</p> <p>General History terms: Revisionist, interpretations, internal bias</p>	